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ABSTRACT

Presents an overview of the linking of the strategic planning, institutional effectiveness and student outcomes assessment, and resource allocation processes at Arizona's Paradise Valley Community College (PVCC). The Institutional Effectiveness and Student Outcomes Assessment Model was designed to be integrated into the planning and budgeting processes. The assessment of institutional effectiveness involves a two-phased process: (1) gathering data indicators; and (2) creating in-depth review committees. In phase one, data are collected for the following indicators: access data, student success, staffing, financial, and instructional programs/activities. In phase two, these data indicators are reviewed. The data are analyzed and reported for goals, relevance, market and student demand, curriculum and instruction, facilities and equipment, quality of faculty and staff, satisfaction and performance of current students, direct costs, indirect benefits, and recommendations. The concept of "resources" involves financial, human, and physical types. At PVCC all of these types of resources are included in its Resource Allocation Process (also known as the Budget Review Process). The Strategic Planning Council oversees this process and links it to each department's three-year plan and its assessment results that are a part of the Institutional Effectiveness and Student Outcomes Assessment Model. Appendices are included. (VWC)

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PARADISE VALLEY
COMMUNITY COLLEGE
18401 North 32nd Street. Phoenix, Arizona 85032. (602) 787-6500

Overview of Linking the Strategic Planning, Institutional Effectiveness and Student Outcomes Assessment, and Resource Allocation Processes

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Strategic planning is an important part of the institutional planning cycle at PVCC. In order to strengthen the planning process, key groups and individuals developed a process to link planning activities to the budget cycle. Integrating institutional effectiveness assessment into the planning process provides another critical component of the planning cycle Program (operational) planning provides the connection between the strategic planning and resource allocation processes. Institutional effectiveness and student academic achievement assessment provides the linkage between program planning and resource allocation. The result is a process that integrates budget development into the planning cycle, increases participation and feedback in the planning and decision-making processes, and encourages institutional flexibility by ensuring that resource allocation is predicated on planning assumptions.

PVCC's Strategic Planning Process stresses the importance of setting priorities at all levels of the planning and budget processes. It involves more staff in the decision-making process, which forces the decision-making downward in the organization. This "mindset" ensures that those items that have campus-wide approval are implemented.

To strengthen the planning process, the president created a Strategic Planning Committee (SPC). This committee (now called a "council") oversees the strategic and operational planning, assessment of institutional effectiveness and student academic achievement, and resource allocation processes. It has representatives from all the various constituencies and includes faculty, administrators, professional and technical staff, students, and community representatives. The SPC finalizes the college's strategic goals and serves as a review board of all budget requests to ensure that the requests are in line with the established goals. The members of the council represent very different viewpoints, provide important suggestions, and are key to the final acceptance and implementation of planning and budgeting directives (see Strategic Planning Process).

Assessment of Institutional Effectiveness

The Institutional Effectiveness and Student Outcomes Assessment Model was designed to be integrated into the planning and budgeting processes. Although institutional effectiveness and student outcomes are two distinct assessment processes, they are linked under the general umbrella of mission, planning, and budget in theory and in practice. The analysis of institutional indicators as part of the annual assessment process provides

the Strategic Planning Council and the administration valuable trend data to be used to plan and budget future activities. Linking this internal data with the data collected from the external environment provides a strong basis from which to make decisions regarding future directions of the college. The use of this data, along with the executive summary reports, submitted from the various departments, provide valuable information to make decisions regarding the addition, modification, or strengthening of programs and services to meet the changing needs of the students and the community.

The assessment of institutional effectiveness involves a two-phased process, which was developed by a college-wide Institutional Effectiveness Committee consisting of faculty, staff, and administrators including the current Director of the Office of Institutional Planning, Research, and Assessment (OIPRA). During Phase One, key quantitative institutional and program indicators are collected and inputted in a data base by the OIPRA Director. These indicators are arranged under five broad categories identified in the Institutional Effectiveness and Student Outcomes Assessment Model as the basis from which to begin assessing and reporting effectiveness: (1) Access Data, (2) Student Success Indicators, (3) Staffing Indicators, (4) Financial Indicators, and (5) Instructional Programs/Activities Indicators. Some data is collected and reported directly by the programs themselves. These established criteria and key institutional indicators are then used by each department to assess the degree to which it supports the college's mission and strategic goals through its intended educational outcomes and departmental goals and objectives.

The results of the program assessments assist the division/departments with program and budget request planning. Furthermore, many of these results of the Phase Two in-depth reviews from the instructional, academic, and student support services also link to assessing and reporting student academic achievement (see next section). The most important outcome of evaluating these indicators and data is to monitor the learning outcomes and successes of students and to verify if the programs and services are effective in meeting these needs.

Assessing Student Academic Achievement

The other process linked to Phase Two of the process of assessing institutional effectiveness is assessing student outcomes, known as the

Student Academic Achievement Assessment Process. Fairly recent clarifications by North Central Association concerning requirements of demonstrating assessment of student academic achievement have influenced the direction and development of this assessment process at PVCC. Though the current process is beginning to be implemented, the linkages are in place to provide feedback to strategic planning, institutional effectiveness, and resource allocation processes.

The ultimate responsibility for the administration of Institutional Effectiveness and Student Academic Achievement Assessment lies with the President. With direction from the President, the Dean of Administrative Services, the Dean of Instruction, and the Dean of Student Services are responsible for Institutional Effectiveness and Student Academic Achievement at PVCC. Responsibility for implementation of the Model is shared by the Operational/ Associate Deans; Strategic Planning Council; Student Academic Achievement Committee; Division and Department Chairs; Administrative, Academic, and Student Support Services Managers; and the Office of Institutional Planning, Research, and Assessment.

The Student Academic Achievement Committee consists of the chairs of all the academic divisions and departments and the Dean of Instruction and Director of OIPRA as co-chairs. It coordinates all student academic achievement assessment activities at the college and collects quantitative and qualitative data from the Office of Institutional Planning, Research, Assessment concerning indicators measuring Student Progress, Career Preparation, Transfer Preparation, Developmental Education, Community Development, and Customized Education. The committee also plans and selects Student Academic Achievement Assessment Teams (comprising interdisciplinary faculty) that assess student academic achievement in General Education. It evaluates all these assessment results and, if necessary, recommends curricular improvements to the District Instructional Council and resource allocation to the Strategic Planning Council.

Resource Allocation Process

The concept of "resources" involves financial, human, and physical types. At PVCC all of these types of resources are included in its Resource Allocation Process (also known as the Budget Review Process). As stated earlier, the Strategic Planning Council oversees this process and links it to

each department's three-year plan and its assessment results that are a part of the Institutional Effectiveness and Student Outcomes Assessment Model. The SPC's representative membership is key in creating increased participation in, and consensus for, the final budget proposal sent to the President to be presented to the Financial Advisory Council at District and, ultimately to the District's Governing Board. Since the SPC establishes the strategic goals of the college, based on external and internal information, it evaluates the college budget proposals with these goals in mind.

The steps of the Budget Review Process begin with the faculty and staff of the college. Each faculty and staff member must be aware of the college's goals in order to link each department's objectives to them. The departmental manager or the academic division/department chairperson helps his or her department to refine objectives and activities. In addition, each department/division prioritizes each funding activity and submits its request to the appropriate strategic planning sub-committee.

The sub-committee reviews all planning and funding requests for its area. After meetings with representatives of each department/division, each sub-committee determines priorities for its area based on the direction of the college's goals. Each sub-committee submits the final, prioritized list of requests to the Budget Review Committee.

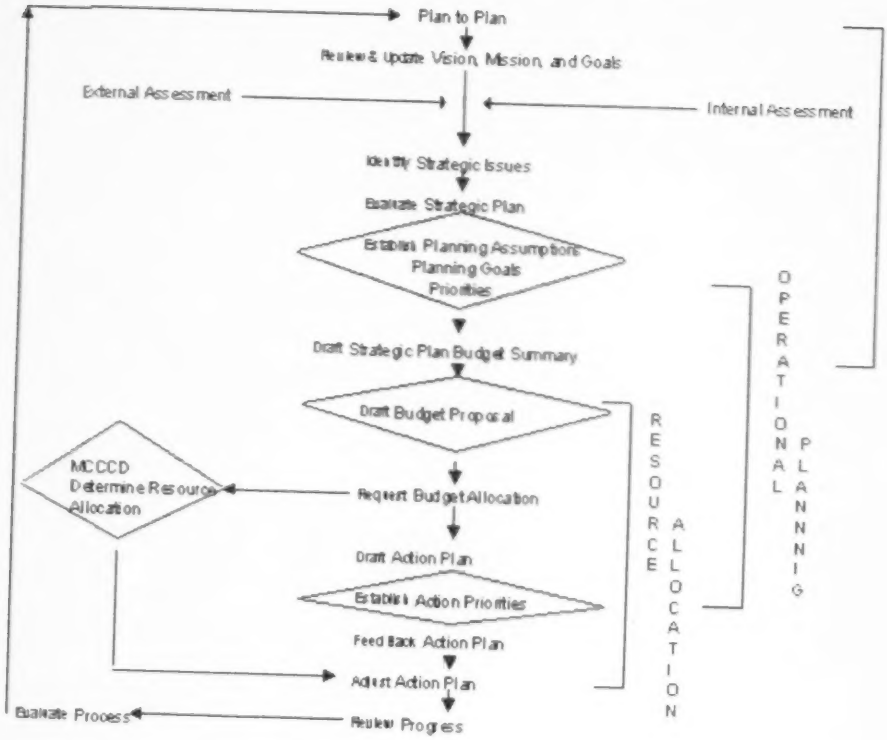
The Budget Review Committee comprises the faculty senate president, two representatives chosen from the SPC sub-committees, and a representative of auxiliary services (student activities and other Fund 2 budget categories). The Dean of Administrative Services serves on all the committees in an advisory capacity only. The Business Manager acts in an advisory capacity also. The Budget Review Committee reviews all requests and their priorities and conducts further meetings with departmental representatives to help clarify some of the funding requests. This committee makes a final priority recommendation for presidential approval.

The President reviews the Budget Review Committee's prioritized recommendation and may make adjustments, if needed. The President, however, usually sits in on the committee's discussions and has had input in these discussions and final decisions. The Dean of Administrative Services prepares the final budget document and submits it to the District Budget Office.

The District Budget Office collects the budget documents of the ten colleges and District Support Services Office and submits them to the Financial Advisory Council (FAC). The FAC submits its

recommendations to the Chancellor, and the Chancellor determines and submits the final budget recommendation of the colleges and District Office to the elected Governing Board for final adoption.

APPENDICES



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Key Elements of Institutional Effectiveness Model

Phase One: Gather Data Indicators

Categories

- Access Data
- Student Success Indicators
- Staffing Indicators
- Financial Indicators
- Instructional Programs/Activities Indicators

Phase Two: In-depth Review Committees

Review Data Indicators

Analyze and Report

- Goals
- Relevance
- Market and Student Demand
- Curriculum and Instruction
- Facilities and Equipment
- Quality of Faculty and Staff
- Satisfaction and Performance of Current Students
- Direct Costs
- Indirect Benefits
- Recommendations

Highlights of Institutional Effectiveness Process

Institutional Effectiveness Office

- Gathers and Reports Data Indicators (some depts. self-report)
- Coordinates and Conducts Departments' Surveys
- Analyzes and Reports Survey Results to Departments
- Gathers Other Forms of Data (Focus Interviews, etc.) and Reports Results
- Compiles Annual Report to Strategic Planning Council

Each Department

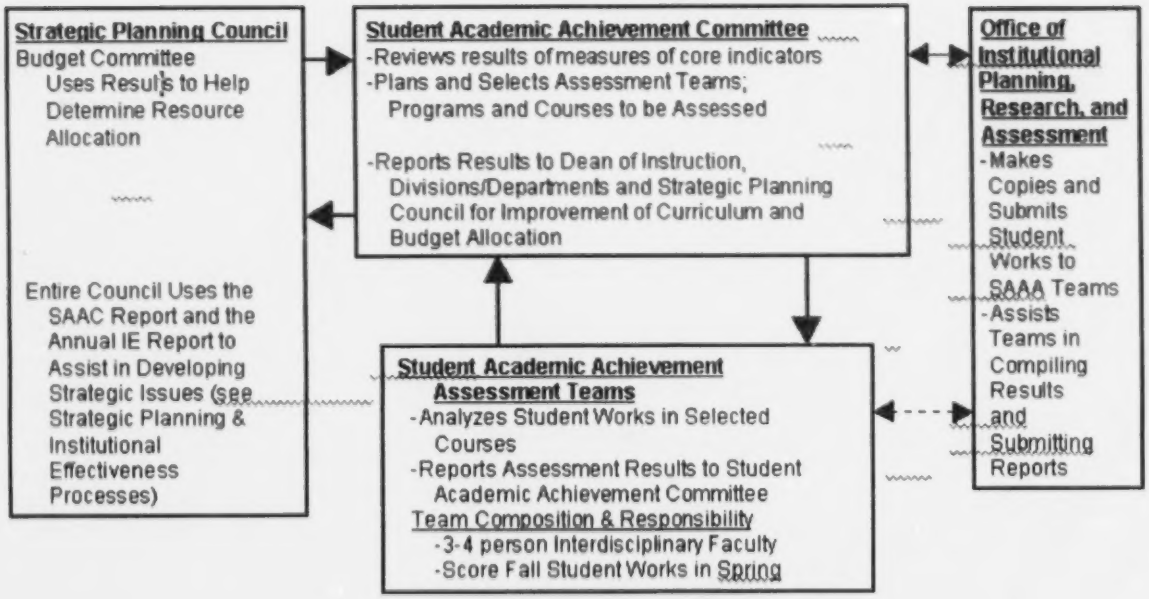
- Reviews Prior Data

- Analyzes Current Data and Compares Results Against Goals
- Uses Report Results in Program and Budget Request Planning
- Reports Results/Recommendations to SPC/Deans/President
- Processes Curricular Recommendations to Instructional Council

Strategic Planning Council

- Reviews Annual Reports
- Uses Results in Future Strategic Planning
- Uses Results in Operational Planning
- Budget Committees Use Results in Resource Allocation Process

Paradise Valley Community College
Student Academic Achievement Assessment Process


Strategic Planning Council
Budget Committee
Uses Results to Help Determine Resource Allocation
Entire Council Uses the SAAC Report and the Annual IE Report to Assist in Developing Strategic Issues (see Strategic Planning & Institutional Effectiveness Processes)
Student Academic Achievement Committee
-Reviews results of measures of core indicators
-Plans and Selects Assessment Teams; Programs and Courses to be Assessed
-Reports Results to Dean of Instruction, Divisions/Departments and Strategic Planning Council for Improvement of Curriculum and Budget Allocation
Student Academic Achievement Assessment Teams
-Analyzes Student Works in Selected Courses
-Reports Assessment Results to Student Academic Achievement Committee
Team Composition & Responsibility
-3-4 person Interdisciplinary Faculty
-Score Fall Student Works in Spring
Office of Institutional Planning, Research, and Assessment
-Makes Copies and Submits Student Works to SAAA Teams
-Assists Teams in Compiling Results and Submitting Reports

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